

**NATURALISTIC STUDY ON COMMUNICATION STRATEGY  
USED BY SECOND SEMESTER STUDENTS IN SPEAKING CLASS OF  
ENGLISH EDUCATION DEPARTMENT OF MUHAMMADIYAH  
UNIVERSITY OF SURAKARTA**



**PUBLICATION ARTICLE**  
**Submitted as a Partial Fulfillment of the Requirements**  
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by  
**DINI INGE ANGGRANTASARI**  
**A 320 120 247**

**SCHOOL OF TEACHER TRAINING AND EDUCATION**  
**MUHAMMADIYAH UNIVERSITY OF SURAKARTA**  
**2016**

APPROVAL

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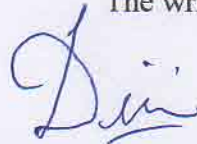
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## TESTIMONY

Herewith, I state that there is no plagiarism of the previous literary studies which have been conducted to obtain bachelor degree of neither university nor ideas or opinions that have been published by others except those in which the writings are referred in literature review and bibliography. Hence, if it is proven that there are mistakes in this testimony, I will be fully responsible.

Surakarta, May 23, 2016

The writer



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**Abstrak**

Penelitian ini bertujuan untuk mendeskripsikan strategi komunikasi yang digunakan oleh mahasiswa semester dua di kelas Speaking di Universitas Muhammadiyah Surakarta. Penelitian ini juga sebagai acuan untuk manajemen permasalahan di dalam proses pembelajaran. Data dalam penelitian ini adalah strategi komunikasi yang digunakan mahasiswa semester dua di kelas Speaking Program Studi Pendidikan Bahasa Inggris Universitas Muhammadiyah Surakarta tahun 2015/2016. Ada tiga sumber data dalam penelitian ini, yakni: peristiwa, informan, dan dokumen. Penulis menggunakan 2 kelas Speaking, dengan jumlah 38 mahasiswa sebagai subjek penelitian. Penulis menggunakan deskriptif kualitatif untuk menganalisis data. Data berdasarkan taksonomi strategi komunikasi dari Celce-Murcia. Hasil dari penelitian ini menunjukkan bahwa ada 5 tipe dengan 14 sub-tipe strategi komunikasi, dengan tipe strategi komunikasi paling dominan digunakan mahasiswa semester dua di kelas Speaking adalah *fillers* dengan 31,05%, dan tipe strategi komunikasi yang jarang digunakan adalah *topic avoidance*, *word coinage*, *literal translation*, *self-initiated repair* dengan 0,53%. Hasil tersebut menyatakan bahwa pengajaran strategi komunikasi diperlukan untuk mahasiswa yang masih kekurangan pengetahuan di sasaran bahasa. Untuk membantu komunikasi yang dilakukan mahasiswa, strategi komunikasi sebagai mata kuliah dalam kelas Speaking akan membuat mereka tahu ketika mereka berkomunikasi dengan orang lain.

Kata Kunci: strategi komunikasi, speaking.

**Abstract**

This research aims to describe the communication strategies used by second semester students in Speaking class of Muhammadiyah University of Surakarta. The study is also as a reference for the better problem-management in teaching-learning process. The data of research containing communication strategies used by second semester students in Speaking class of English Education Department of Muhammadiyah University of Surakarta in 2015/2016 academic year. There are three sources of data in this research, namely: event, informant, and document. The writer takes 2 classes of Speaking, with the total 38 students as the subject of the research. The writer uses descriptive qualitative method in analyzing the data. The data is based on Celce-Murcia taxonomy of communication strategies. The result of this study shows that there are five types with fourteen subtypes of communication strategies, the most dominant types of communication strategies used by second semester students in Speaking class is *fillers* with 31,05%, and the rarely type of communication strategies used by students are *topic avoidance*, *word coinage*, *literal translation*, *self-initiated repair* with 0,53%. The result above implies that teaching communication strategies is needed for students who still have limited knowledge in the target language. To maintain student's communication, communication strategies as a subject in Speaking class will make the students aware when they communicate with the others.

Keywords: communication strategies, speaking.

## **1. INTRODUCTION**

Department of English Education in Muhammadiyah University of Surakarta is developing English lesson to produce the graduates that are competent, respectable, experienced, skillful and trained. Department of English Education in Muhammadiyah University of Surakarta teaches students to be a professional English teacher. It is important to master English for students of English Education Department in most

of subject in learning process. To be a professional English teacher, it is important to be able to communicate effectively.

Bailey and Savage (1994: vii) in Fauziati (2010: 15) state that “speaking in a second or foreign language has often been viewed as the most demanding of the four skills”. Those four skills are listening, speaking, reading and writing. It means that learners should be able to make themselves understood, using their current skills. To most people then mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. In fact, students in Speaking class do not mastering English well. Many problems are faced by student in Speaking class when they interact with their friends or moreover with the lecturer.

Selinker (1972) in Dornyei & Scott (1997: 175) coined the term “communication strategy” in his seminal paper on “interlanguage”, discussing “strategies of second language communication” as one of the five central processes involved in L2 learning. According to Selinker (1977) in Fauziati (2010) who first used the term communicative strategies or strategies of second language communication to refer to one of the processes that is responsible for producing interlanguage errors. He defined communicative strategy as “an identifiable approach by the learner to communicate with native speakers of the target language.” (Fauziati, 2010)

Canale and Swain (1980) propose that communicative competence “refer to relationship and interaction between grammatical competence, or knowledge of the rules of grammar, and sociolinguistic competence, or the knowledge of the rules of language use.” (p.6) Later in their article they add a third component, strategic competence. Then, on 1983, Canale revises this framework further.

Here, strategic competence refers to a speaker’s ability to adapt their use of verbal and nonverbal language to compensate for communication problems caused by the speaker’s lack of understanding of proper grammar use or insufficient knowledge of social behavioral and communication norms. Strategic competence, along with grammatical competence and sociolinguistic competence constitute a framework for determining a language learner’s proficiency in communication as posited by Michael Canale and Merrill Swain in 1980 (Canale & Swain, 1980). A fourth component, discourse competence, was later added by Canale in 1983 (Canale, 1983).

Rubin & Thompson (1994: 30) cited by Fauziati (2010, 166) it is through communication that people send and receive messages effectively and negotiate meaning. Communication is the exchange of information between a sender and a receiver, or in teaching-learning process is between teacher and learner. It is used that you only had to worry about the way you communicated face-to-face or on paper. It is important for people to understand every content of the information. This is where the role of communication strategies become important. In the course of learning a second language, learners will frequently encounter communication problems caused by a lack of linguistic resources. Communication strategies are strategies that learners use to overcome these problems in order to convey their intended meaning. Strategies used may include paraphrasing, substitution, coining new words, switching to the first language, and asking for clarification. (Wikipedia, 2015)

Communication strategies may be viewed as attempts to bridge the gap between the linguistic knowledge of the second language learner and the linguistic knowledge of the target language interlocutor in real communication situations (Fauziati, 2010). These are used by speakers when faced with some difficulty due to the fact that their communication ends go beyond their communication means or when confronted with misunderstanding by another speaker. Communication strategy plays a significant role in second language acquisition (SLA). According to Tarone (1980) in Lin Wei (2011), expresses that any kinds of communicative strategies can contribute to successful SLA.

Every learner has different way to make an understanding in learning English, especially they who do not use English as their first language. Nowadays, Indonesian learners which are most of them use Indonesian language will find difficulty to get information clearly without any tools such as dictionary when they are talking with interlocutor or foreign. It is because they do not have self-confidence or maybe

they hesitate to speak with other friends or capably interlocuter. Nowadays, there is no one who really master language perfectly and use it appropriately in all social interaction. In the process of communication, we may have a great number of problems. To cope with this problem, we have to use communication strategies in the way to improve learner's communicative competence. Without such strategies, learners are likely to avoid second language risk-taking as well as specific conversation topics or situations.

As foreign learners, students of English Education Department of Muhammadiyah University of Surakarta need to develop their English as well as they communicate using Indonesian language. Communication strategies become part of developing language learning especially in spoken language. As Savignon (1983) cited by Pratiwi (2015) states that most of communication strategies developed unconsciously but as language learner, to learn it consciously will be helpful to improve the fluency in delivering idea in speaking. Based on that, the writer thinks that using such strategies in communication makes learner get some benefits. They can learn what they think it is suitable with themselves to communicate with the others effectively and appropriately.

In this study the writer focuses on the communication strategies which are applied in the students' process of second language acquisition in Speaking class. There are some reasons why the writer took this research on speaking class. First, to survey what strategies that learner used to achieve their meaning when they talk to the other. Second, to investigate what kind of communication strategies are suitable with Indonesian learners. From the reason above the writer decided to conduct a research on communication strategy in second semester students of Speaking class of Muhammadiyah University of Surakarta.

Based on that, to prove the originality this research, the writer takes some previous study related to communication strategies. They are Pratiwi (2011), Soyunov (2014), Rolitasari (2015), Sari (2015), and Herawati (2015).

Pratiwi (2011) conducted research entitled *Communication Strategies Used by English Department Students of UMS in Speaking Class*. The objective of this study is carried out: a) to describe the type of communication strategies and, b) the frequency of communication strategies used by students of Speaking III of English Department, Muhammadiyah University of Surakarta. The type this research is descriptive qualitative method in analyzing the data. The results of her research are: a) there are five major types of communication strategies: avoidance or reduction strategies with 3,65%, achievement or compensatory strategies with 23,59%, stalling-time gaining strategies with 58,5%, self-monitoring with 5,32% and the last is interactional strategies with 8,97%. b) from five major types communication strategies, stalling or time gaining strategy is the most frequently used.

Soyunov (2014) conducted research entitled *Communication Strategies Used by the Students of English Conversation Club of Sragen Bilingual Boarding School*. The objective of this study as follows: a) to find out the type of CS used by the learners of SBBC years X in conversation, b) to figure out most frequently used type's CS by the learners of SBBC year C in conversation. The results of the findings are: a) there are 11 types used by the students. Circumlocution with 11 cases (55%), approximation with 6 cases (30%), word coinage is 1 case (5%), code switching with 8 cases, non linguistics means is 1 case, appeal for help with 3 cases, use of all purpose words is 1 case, use of fillers/hesitation devices with 16 cases, using wrong term with 5 case, self correction with 9 cases, and the last is repetition with 11 cases, and then b) The most frequency is using of fillers/hesitation devices with 16 cases that found.

Rolitasari (2015) is entitled *Communication Strategy Used by English Department Students of Muhammadiyah University of Surakarta: A Case Study in Saturday Gathering (SEGA) Program*. The objectives of this study are as follows: a) to find out the type of Communication Strategies used by students of SEGA program in conversation, b) to figure out the frequency of each type of communication strategies used by students of SEGA program in conversation, c) to know the dominant type of communication strategies used by students in speaking session of SEGA program. The study is also to the reference for the better of teaching speaking. The result of her study shows: a) there are five types of communication strategies namely, avoidance or reduction strategies, achievement or compensatory strategies, stalling or time-



gaining strategies, self-monitoring strategies, and the last interactional strategies. b) the frequency of each types of communication strategies is as follows: avoidance or reduction with 4,96%, achievement or compensatory with 21,73%, stalling or time-gaining with 60,24%, self-monitoring with 6,83%, interactional with 6,21%. c) the most dominant types of communication strategies used by students in SEGA program is filler with 37,26%, and the type is rarely used is non-linguistic means and restructuring with 0,62%. The result above implies that teaching communication strategies is needed for the students who still have limited knowledge in the target language.

Sari (2015) conducted research entitled *Strategies in Communication Used by English Department Students in Muhammadiyah University of Surakarta: A Case Study in Saturday English Gathering (SEGA) Program*. The objective of the research are: a) to describe about the type of communication strategies, b) the frequency of communication strategies and, c) the dominant type of communication strategies used by English Department students in Muhammadiyah University of Surakarta in Saturday English Gathering (SEGA) program. The results of the researcher are: (a) there are 4 types with 10 subtypes of communication strategy that used by the students in SEGA program UMS. They were, 1. Stalling or Time-gaining strategies: Self Repetition and Filler. 2. Interactional Strategies: Appeal for Help (Indirect and Direct), Requests. 3. Achievement or Compensatory Strategies: Retrieval, Code switching, Non-Linguistic Means, Word Coinage, Restructuring. 4. Self Monitoring Strategies: Self Initiated Repair. (b) The frequency of each subtypes of communication strategies is as follows: 1. Stalling or Time-gaining strategies: Self Repetition with 25,38%, Filler with 41,11%. 2. Interactional Strategies: Appeal for Help (Indirect with 1,52%) and (Direct with 7,1%), Requests with 1,01%. 3. Achievement or Compensatory Strategies: Retrieval with 4,56%, Code switching with 7,61%, Non-Linguistic Means with 2,53%, Word Coinage with 1,01%, Restructuring with 1,52%. And the last 4. Self Monitoring Strategies: Self Initiated Repair with 6,59%. (c) The dominant strategy used by the students is Stalling or Time-gaining strategies with 66,49% and the lowest percentage is Self Monitoring Strategies with 6,59%.

Herawati (2015) conducted research entitled *Communication Strategies Used by the Eight Grade Students of SMP N 1 Surakarta in Developing Speaking Skill*. This research aims as follows: a) to identify the type of communication strategies, b) the dominant type of communication strategies used by the eight grade students of SMP N 1 Surakarta, and c) to know their function in developing speaking skill in the conversation. The findings of this research are: (1) the respondents use all the type of communication strategies, namely: a) topic avoidance with 3,92%, b) message abandonment with 15,7%, c) paraphrase with 5,89%, d) coinage with 1,96%, e) native language switching with 35,29%, f) miming with 19,6% and g) appeal for assistance with 17,64%, (2) the dominant type of communication strategies used by the respondents is native language switching with the percentage 35,29%, and (3) the function of communication strategies type is to develop speaking skill through reaching communicative competence by using five types of communication strategies, namely: a) paraphrase, b) coinage, c) native language switching, d) miming and e) appeal for assistance.

Based on the reason above, communication strategies becomes a crucial topic for us foreign language learner to learn how to be able to communicate, so the writer conduct a research about communication strategies. The previous studies above shows that all of the researchers conducted the research about communication strategies used by student to the reference for the better of speaking. It is same with the current study that will be investigated by the researcher, the object of this research is also about communication strategies.

The writer may conclude that this research is original because this research is different from the other researcher. The difference of this research with the research above is in the subject of communication strategies. The writer found that naturalistic study is not something new in communication strategies, but here, the writer do the research to know if there is something different in the communication strategies used by students.

According to the previous differences, the position of current research to conduct a research with the objective is to describe communication strategies. The objective is divided into 3 parts: to know



the type of communication strategies, to know the frequency of communication strategies, and then to know the dominant type of communication strategies. The writer gets the data completely and gets the detail information to describe. So, the researcher conducted Naturalistic Study on Communication Strategy Used by Second Semester Students in Speaking Class of English Department of Muhammadiyah University of Surakarta 2015/2016 Academic Year.

In conducting the study the writer has certain purposes or objectives as the main target to gain in this research paper. The purpose of this study is as follows: to describe the types of communication strategy, to describe the frequency of the communication strategy, and to describe the dominant type of communication strategy used by students in Speaking II class of Muhammadiyah University of Surakarta

## **2. RESEARCH METHOD**

In this research the writer uses descriptive qualitative research, especially Naturalistic research. Golafshani (2003) states that qualitative research uses a naturalistic approach that seeks to understand phenomena in context-specific settings, such as Patton's (2001) in Golafshani (2003) states that "real world setting [where] the researcher does not attempt to manipulate the phenomenon of interest." Qualitative researcher seek instead illumination, understanding, and extrapolation to similar situation. The subject of this study is the second semester students in Speaking class of English Education Department of Muhammadiyah University of Surakarta in 2015/2016 academic year. The researcher takes two classes with total 38 students as the subject. The object of this study is communication strategy used by second semester students in Speaking class of English Education Department of Muhammadiyah University of Surakarta in 2015/2016 academic year.

In this research, the data are communication strategy used by second semester students of Speaking of Muhammadiyah University of Surakarta in 2015/2016 academic year during they were speaking uses the framework of Celce-Murcia. The data are taken when the subject of the research Speaking II class 2H and 2I have their lesson every Tuesday and Friday. The total number of students of Speaking II is 38 students. The observation has been conducted from March 8<sup>th</sup> until April 8<sup>th</sup>, 2016.

The data are taken by observation, recording and transcribing, note taking, the last validity and reliability. The researcher uses descriptive qualitative research by Celce-Murcia taxonomy of communication strategies. The technique for analyzing the data, the data are collected and then classified based on Celce-Murcia's framework of communication strategies. Then drawing conclusion of type of communication strategies, the frequency of communication strategies, and the most dominant type of communication strategies used by students.

## **3. FINDING AND DISCUSSION**

The researcher classified the finding into 3 parts, namely types of communication strategies used by the students, the frequency of communication strategies, and the dominant type of communication strategies used by students.

### **3.1 Type of Communication Strategies Used by Students**

Based on the data analysis, there were 5 types with 14 subtypes of Communication Strategies used by second semesters in Speaking class of English Education Department of Muhammadiyah University of Surakarta. They were:

#### **a. Avoidance or Reduction Strategies:**

##### **1) Topic Avoidance**

Topic avoidance is a strategy in which the speaker avoid talking about certain topic in the conversation. The reason why they used this strategy is probably because they lack of vocabulary, idea or moreover lack of knowledge about the topic. This is the example of topic avoidance.

##### **2) Message Abandonment**

Message abandonment is the strategy of leaving message unfinished because of language difficulties. It occurs in the situation when the speakers give up continuing their sentences due to their lack of

competencies in speaking. It is a strategy in which the speaker has initiated to convey a message but gives up in the middle of the utterances due to the inadequacy of linguistic competence, especially vocabulary items.

b. Achievement or Compensatory Strategies:

1) Approximation

Approximation occurs when the learners employ an L2 word which is semantically in common with the targeted lexical item. It is the use of a single target language vocabulary item or structure, which the speaker knows that it is not correct, but it shares the similar semantic features in common with the intended item to satisfy the speaker. Here, the speaker tried to replace the difficult word that has similar meaning.

2) Non-linguistic Means

Non-linguistic means is an actual or possible derivation from sentence, which is not associated with signs that have any original or primary intent of communication. Usually the learner used this strategy because they cannot explain the intended meaning or may be they were missing the word, so they used non-linguistic means, such as miming or pointing.

3) Restructuring

Restructuring is the strategy of replacing communication breakdown in the conversation by giving a new reconstruction of the sentence without changing the actual topic or message. Probably the speaker found easier sentence to convey their meaning to the interlocutor.

4) Word Coinage

Word coinage happens when the speakers make up a new word in order to communicate in a desired concept. The new word is not found in the native language, but it seems to the same concept with the correct one in the target language. It is because the speaker lack of vocabulary, so they make up a new word.

5) Literal Translation

Literal translation occurs when the learners literally translate a word, a compound word, and idiom, or a structure from L1 into L2. It is a strategy in which the learners translate the intended utterances word by word from the native language without considering the context of conversation.

6) Retrieval

Retrieval is the strategy in which the speakers repeat the first syllable of a word or phrase. The speakers unconsciously employ this strategy while trying to convey the message. It is also possible that the retrieval strategy is employed consciously because the speaker is not sure about the pronunciation of the word uttered.

c. Stalling or Time-gaining strategies:

1) Fillers, Hesitation Device and Gambit

Filler is a sound or word that is spoken in conversation by one participant to signal to others a pause to think without giving the impression of having finished speaking. The word such *anu*, *opo*, that are kind of filler in Indonesia. Gambit is a word or phrase that uttered by speaker to fill the gap in the middle of conversation. Hesitation device occurs when the speaker forget to try something, so they uses it to fill the gap, it seems like gambit.

2) Self and Other Repetition

Self repetition is the strategy in which the speakers repeat word or phrase that they have mentioned before. The speaker try to thinking the right word while answer the question from the lecturer. There are reasons why speakers do repetition in their speech, it depends on the context of the utterances. There are repetitions which are done consciously and unconsciously. Consciously when the speaker want to make emphasis answer in their part of speech. Besides, unconsciously is when the speaker want to stall the time to replace pausing happened while the speakers take the time to think.

d. Self-monitoring Strategies:

1) Self-initiated Repair

Self-initiated repair occurs when the speakers try to make his or her speech clearer to be understood by interlocutor. Usually speakers tend to clarify their speech to make interlocutor understand the message which is delivered. Here the writer only found one utterance of self-initiated repair.

2) Rephrasing.

Rephrasing occurs when the speakers know that what they said is not the correct one, usually they made mistakes during the speech and have initiative to correct it. Usually the speakers used rephrasing to make better phrase or sentence or may be to make their speech clearer.

e. Interactional Strategies:

1) Repetition Request.

Repetition request occurs when the speakers don't understand of the interlocutor or lecturer say or the interlocutor or lecturer's utterances is not clear enough in speakers' ears.

2) Appeals for Help

Appeals for help occurs when the speakers tend to ask for their teacher, partner, or the other tools such as dictionary to fill the words or utterances they want to say. So the speaker often ask to their lecturer than their partner or friend or the other tools.

### 3.2 Table Frequency of Communication Strategies Used by Students

Table 1

Frequency of Each Types of Communication Strategies Used by Second Semester Students in Speaking Class of Muhammadiyah University of Surakarta in 2015/2016 Academic Year

No.	Type of Communication Strategies	Subtypes of Communication Strategies	Frequency	Percentage (%)	Total	Total (%)
1.	Avoidance or Reduction Strategies	Topic Avoidance	1	0,53%	17	8,95%
		Message Abandonment	16	8,42%		
2.	Achievement or Compensatory Strategies	Approximation	7	3,68%	33	17,37%
		Non-linguistic Means	7	3,68%		
		Restructuring	14	7,37%		
		Word Coinage	1	0,53%		
		Literal Translation	1	0,53%		
		Retrieval	3	1,58%		
3.	Stalling or Time-gaining Strategies	Filler, Hesitation Device and Gambit	59	31,05%	111	58,42%
		Self and Other Repetition	52	27,37%		
4.	Self-monitoring Strategies	Self-initiated Repair	1	0,53%	6	3,16%
		Rephrasing	5	2,63%		
5.	Interactional Strategies	Appeals for Help	3	1,58%	23	12,10%
		Repetition Request	20	10,52%		
<b>Total Strategies</b>			<b>190</b>	<b>100%</b>	<b>190</b>	<b>100%</b>

### 3.3 The Dominant Type of Communication Strategies Used by Students

The table above shows that second semester students in Speaking class has variation types of communication strategies. The results from the highest to the lowest types are as follows: first is Filler with 31,05% which is followed by Self and Other Repetition with 27,37%, and then Repetition Request with 10,52%, then Message Abandonment with 8,42%, Restructuring with 7,37%, Approximation and Non-linguistic Means have same percentage with 3,68%, Rephrasing with 2,63%, Retrieval and Appeals for Help have similar percentage with 1,58%. Furthermore, Topic Avoidance, Word Coinage, Literal Translation, Self-initiated Repair have same percentage as the lowest number is 0,53%.

The dominant type of communication strategies used by second semester in Speaking class of English Education Department of Muhammadiyah University of Surakarta in 2015/2016 academic year is Fillers with 31,05% while the rarely type of communication strategies used by students are Topic Avoidance, Word Coinage, Literal Translation, and Self-initiated Repair with 0,53%.

### 3.4 Discussion

The researcher will describe the result of research finding and the comparison between this research and the previous studies. The researcher uses Celce-Mulcia taxonomy of communication strategies in analyzing the data. Based on the research finding there are 3 research questions that are discussed. First, types of communication strategies used by students. Second, the frequency of each type of communication strategies used by students. Third, the dominant type of communication strategies used by students. Based on the research finding, the researcher finds that this research completes the study before.

The result that shows that there are five types and fourteen subtypes of communication strategies used by second semester students in Speaking class, a) Avoidance or Reduction Strategies: 1) Topic Avoidance with 0,53%, 2) Message Abandonment with 8,42%. b) Achievement or Compensatory Strategies: 1) Approximation with 3,68%, 2) Non-linguistic Means with 3,68%, 3) Restructuring with 7,37%, 4) Word Coinage with 0,53%, 5) Literal Translation with 0,53%, 6) Retrieval with 1,58%. c) Stalling or Time-Gaining Strategies: 1) Filler with 31,05%, 2) Self and Other Repetition with 27,37%. d) Self-monitoring Strategies: 1) Self-initiated Repair with 0,53%, 2) Rephrasing with 2,63%. e) Interactional Strategies: 1) Appeals for Help with 1,58%, 2) Repetition Request with 10,52%. From the result above, the dominant strategy used by the students is Filler with 31,05% and the rarely strategy used by the students are Topic Avoidance, Word Coinage, Literal Translation, Self-initiated Repair with the lowest percentage 0,53%. The researcher will compare the differences between this study with the previous studies.

The first previous was Pratiwi's work. Pratiwi's work used Celce-Murcia taxonomy. Pratiwi found five types of communication strategies used by the students, there are: Avoidance or Reduction Strategies, Achievement or Compensatory Strategies, Stalling-time Gaining strategies, Self-monitoring Strategies and the last is Interactional Strategies. From five major types of communication strategies, Stalling or Time-gaining Strategies is the most frequently used by students with percentage 58,5%. And the rarely type of communication strategy used by the student is Avoidance or Reduction Strategies with 3,65%.

In this research finding, the researcher found some types in line with Pratiwi's finding, there are five types of communication strategies but there are also has differences with her. In this study, the research found five types with fourteen subtypes of communication strategies with the most dominant used is Filler with 31,05% that belongs to Stalling or Time-gaining strategy. Then, the rarely type of communication strategy used by the students are Topic Avoidance, Word Coinage, Literal Translation, Self-initiated Repair with 0,53%. From the result above, it seems that this year the used of Filler is lower than last year since the strategies students used are highly varied.

The second previous was Soyunov's work. Soyunov used Dornyei taxonomy in analyzing the data. Soyunov found 11 types communication strategies used by students, there are Circumlocution, Approximation, Word Coinage, Code Switching, Non Linguistic Means, Appeals for Help, All Purpose Words, Fillers/Hesitation Devices, Wrong Term, Self Correction, and the last is Repetition. From the

result above, the most frequency used is Filler/Hesitation Devices and the rarely type of communication strategy used by students are Word Coinage and All Purpose Words with 1 case.

In this research finding, the researcher found some types in line with Soyunov's finding, there are Word Coinage, Non-linguistic Means, Appeals for Help, Filler/Hesitation Devices, and Repetition. However there are still had differences. Soyunov used Dornyei taxonomy while the researcher here used Celce-Murcia taxonomy. Even though using different kind of taxonomy, the content of taxonomy is almost same. In this study, the most dominant used is Filler/Hesitation Device with 31,05% that belongs to Stalling or Time-gaining strategy. Then, the rarely type of communication strategies used by the students are Topic Avoidance, Word Coinage, Literal Translation, Self-initiated Repair with 0,53%.

The third previous is Rolitasari's work. Rolitasari used Celce-Murcia taxonomy in analyzing the data. Her data is communication strategies in SEGA program in 2014/2015. Rolitasari found five types with nine subtypes of communication strategies, there are: Avoidance or Reduction Strategies; Message Abandonment. Achievement or Compensatory Strategies: Non-linguistic Means, Restructuring, Code Switching, Retrieval. Stalling or Time-gaining Strategies; Fillers, Self Repetition. Self-monitoring Strategies; Self-initiated Repair. Interactional Strategies; Appeal for Help. From the results above, the most dominant types of communication strategies used by students in SEGA program is Filler with 37,26% that belongs to Stalling or Time-gaining, and the rarely type of communication strategy used by students are Non-linguistic Means and Restructuring with 0,62%.

In this research finding, the researcher found some types in line with Rolitasari's finding, they are Message Abandonment, Non-linguistic Means, Restructuring, Retrieval, Retrieval, Fillers, Self Repetition, Self-initiated Repair, Appeal for Help. However there are still has differences. In this study, the most dominant used is Filler with 31,05% that belongs to Stalling or Time-gaining strategy. Then, the rarely type of communication strategies used by the students are Topic Avoidance, Word Coinage, Literal Translation, Self-initiated Repair with 0,53%. From the result above, it seems that between SEGA and Speaking class almost has the same percentage however the used of Filler in Speaking class is lower than in SEGA since the strategies they used are highly varied.

The fourth previous is Sari's work. Sari used Celce-Murcia taxonomy in analyzing the data. Her data is same with the third previous, Rolitasari's work but has different result. Sari found 4 types with 10 subtypes of communication strategy that used by the students in SEGA program UMS. They were: 1. Stalling or Time-gaining strategies: Self Repetition, Filler. 2. Interactional Strategies: Appeal for Help (Indirect) and (Direct), Requests. 3. Achievement or Compensatory Strategies: Retrieval with, Code switching, Non-Linguistic Means, Word Coinage, Restructuring. And the last 4. Self Monitoring Strategies: Self Initiated Repair. The dominant strategy used by the students is Stalling or Time-gaining strategies with 66,49% and the lowest percentage is Self Monitoring Strategies with 6,59%.

In this research finding, the researcher found several types of communication strategies are in line with Sari's finding, there are Fillers, Self Repetition, Retrieval, Non-linguistics Mean, Restructuring, Word Coinage, Appeal for Help, Repetition Request, Self-initiated Repair. However there are still has differences. Sari found 4 types with 10 subtypes of communication strategies. While in this study, the researcher found 5 types with 14 types of communication strategies. The result is the most dominant used is Filler with 31,05% that belongs to Stalling or Time-gaining strategy. Then, the rarely type of communication strategies used by the students are Topic Avoidance, Word Coinage, Literal Translation, Self-initiated Repair with 0,53%. From the result above, it seems that between SEGA and Speaking class almost has the same percentage however the used of Filler in Speaking class is lower than in SEGA since the strategies they used are highly varied.

The fifth previous is Herawati's work. Herawati used Tarone taxonomy in conducting the data. Herawati anlyzed Speaking skill of students of SMP N 1 Surakarta. Herawati found that the respondents use all the types of communication strategy. They were 7 types, namely Topic Avoidance, Message Abandonment, Paraphrase, Coinage, Native Language Switching, Miming and Appeal for Assistance. The dominant type of communication strategies used by the respondents is Native Language Switching with

the percentage 35,29%. And the rarely type of communication strategies used by the respondents is Coinage with 1,96%.

In this research finding, the researcher found several types of communication strategies are in line with Herawati's finding, there are Topic Avoidance, Message Abandonment, Paraphrase, Coinage, Appeal for Assistance. However there are still has differences. The difference is Herawati used Tarone taxonomy while the researcher used Celce-Murcia. Even though using different of taxonomy, the content of taxonomy is almost same. But, the researcher found that Celce-Murcia taxonomy is broader than Tarone taxonomy. In this study, the most dominant used is Filler with 31,05% that belongs to Stalling or Time-gaining strategy. Then, the rarely type of communication strategies used by the students are Topic Avoidance, Word Coinage, Literal Translation, Self-initiated Repair with 0,53%. From the result above, the researcher and the previous researcher have different taxonomy in analyzing the data.

The researcher used Celce-Murcia as theory because it is the newest one and more varied. Here, the researcher agreed with theory of Celce-Murcia. She purposed the last and newest model of communication strategy's taxonomy. She divided communication strategies into five components, namely Avoidance or Reduction Strategies, Achievement or Compensatory Strategies, Stalling or Time-gaining Strategies, Self-monitoring Strategies, and Interactional Strategies.

#### **4. Conclusion**

Based on the data analysis, The result of communication strategy used by second semester students in Speaking class of English education of Muhammadiyah University of Surakarta 2015/2016 uses the framework of Celce-Murcia's taxonomy are as follows:

The speaking ability of students in Speaking class is still developing. Their vocabulary is limited. Communication strategies here are devices for the students that enable them to survive in conversation even with the lack of vocabulary. There are some factors why students in second semester do those strategies in Speaking class. First, they hesitate to say their intended meaning to interlocutor because the lack of vocabulary. Second, because they worried if they do mistakes. Third, because they usually using Indonesian or Javanese to communicate with the others, so they feel difficulty with the grammatical structure of English language. Those are factors that the writer found when the writer asked the students in the Speaking class.

The researcher summarizes the result the types of communication strategies with the percentage. The highest types of communication is Filler with 31,05% while Topic Avoidance, Word Coinage, Literal Translation, Self-initiated Repair have same percentage as the lowest number with 0,53%.

From the result above, the writer found the difficulty faced by students when the lecturer is not giving the clue to the next week. The writer observes three classes for three weeks. Every week has different topic to be discussed. For the first week, the topic is about conversation in groups within different theme for each class. Second week, the topic is about job interview which is applied individually face-to-face with the lecturer. Third week, the topic is spontaneous, so the students practiced in the group with the lecturer. For first and second week, the topic is given by lecturer a week before, but the third week there no clue is given by the lecturer. From up above it seems that students can communicate effectively and successfully in the first week. Most of them feels difficulty in second and third week. The researcher concludes that students in Speaking II class have variation in the way they deliver their meaning. It is proven by the research finding of type communication strategies students used, although they don't do those strategies consciously they still can complete their sentences. Teacher also helped students by giving some feedback directly (spoken) and indirectly (written).

The understanding of problem-management in L2 communication are worth considering. The courses are not prepare students to cope with the problem in the conversation they faced. Most of them wasting time to make the time longer even though they can't fill the blank in the conversation. So much time and effort to fill the gap of language difficulties. Relating of the investigations of communication strategies, the study of CSs help repair the model of L2 learning and use.

To the next researcher, the researcher hopes to the next researcher conducts the research about the communication strategies but in comparing different gender such as female and male. So, the next researcher will get the variance of communication strategies between female and male. The researcher expects to the next researcher to analyze the data deeper, so the reader will get better in understanding. The use of CSs are needed by EFL learners, which is the students used Indonesian as language used everyday, especially in Speaking II class.

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